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ABSTRACT

This paper describes the experiences of a teacher and a curriculum helper in designing and implementing a fifth grade language arts curriculum at an inner city, magnet school in Indianapolis (Indiana). The report describes the work in three phases: (1) making explicit the problems with the previous language arts curriculum; (2) formulating a plan for a language arts curriculum to replace the old one; and (3) implementing the new plan. The first section describes the teacher's difficulty in designing an approach that would both teach the conventions of grammar that students needed to survive academically and connect with students' backgrounds and interests. A section describing the curriculum plan development discusses a whole-language approach and a learner-centered design. Problems included the students' lack of experience with a learning situation in which they are given choices and must take responsibility for their learning. The paper also describes the use of the "Authoring Cycle," and how evaluation methods were designed and implemented and their ups and downs. A conclusion notes the difficulties of designing a whole-language approach, the challenges to giving up attachments to skills-oriented and teacher-directed instruction, and the importance of students being ready to experience more independent learning. (JB)

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The Difficulties of a Curriculum Helper in an Urban School

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October of 1991

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Over the course of the 1988-89 school year, I worked with a fifth grade teacher, hereafter referred to as Judy[1], designing and implementing a language arts curriculum for her class. Our alliance began in the spring of 1988 when she observed me teaching a group of students language arts after school. She became interested in what we were doing and, later, talked to me about her dissatisfaction with her current language arts curriculum. I was happy to share my philosophy on how children best learn language. Moreover, I was looking for someone to work with me on a curricular matter in order to meet a degree requirement. Because of her positive response to my ideas, I volunteered to work with her on designing a new language arts curriculum for her class. She accepted my invitation; however, the 1987-88 school year was nearly over, so we decided to meet during the summer to come up with a language arts curriculum for the following year's fifth grade.

My job was similar to that of a curriculum helper as described by Tanner and Tanner (1975) in that I worked directly with a teacher in a collegial manner to help solve a curricular problem. At first, I saw the project as a simple matter of carrying out three phases: 1) making explicit the problems that Judy had with her previous language arts curriculum; 2) formulating a plan for a language arts curriculum to replace her old one; 3) and implementing the new plan. There were problems and difficulties that arose during the project, though, that

challenged both the the idea that it was "simple" and the success of our endeavor. In retrospect, many of the things we did or failed to do can serve as lessons for future endeavors of this nature. The report that follows describes the actions we took during the three phases. The narative description is broken up from time to time by sections entitled "Lessons." They provide reflections on what we did well, what we did poorly, and what we might have done better.

The Problem

Judy's 1987-1988 language arts curriculum was disappointing to her for several reasons. One disappointment was that students were spending too much time doing isolated skills exercises in their workbooks and not enough time reading literature and writing their own stories, ideas that Judy had decided were "good." Moreover, Judy did not believe that the skills lessons were improving students' reading and writing, the supposed purpose of the exercises. The students were bored stiff doing skill pages; Judy was bored stiff grading them. Judy believed that the students were uniterested because of their inability to connect the lessons with prior experiences. For example, Judy told of one student who had shown very little interest in reading until she was given a choice of reading materials. Having a fascination for dogs, she began to scour the library shelves for books and articles about them. Judy wanted a language arts curriculum that would connect

with students' backgrounds and interests. She was reluctant, however, to drop her skill-oriented language arts curriculum for two reasons. First, she did not see a clear alternative. Second, she was concerned that a curriculum based on student interest alone would not teach the conventions of grammar that she felt students needed in order to survive in the academic world.

Lessons

Judy never did give up her concerns about teaching students proper mechanics and correct spelling. She insisted that children self-edit their writing. But her demands had a negative effect overall. For example, in one letter writing activity students were not allowed to mail their letters if they had mistakes in punctuation and/or spelling. The result was that most of the students gave up and did not even try to write their letters. Those few who did write were so concerned about making errors that their letters tended to be short. What little was written was oversimplified, their letters uninteresting. Making children overly concerned with correct spelling and punctuation can have devastating effects on motivation and production. Children need the freedom to take chances and experiment with their writing.

Once the problem with Judy's prior language arts's curriculum was explicit, we could begin the next step: formulating a plan for a language arts curriculum to replace her old one.

A Curriculum Plan

Judy was interested in the kinds of language arts instruction, known as whole language instruction, that I was using in the after-school group. She saw this methodology as a way to solve the problems she had with the skills-oriented instruction. The basic assumption underlying whole language instruction is that the way to learn reading and

writing is to do a lot of meaningful reading and writing (Goodman, 1986). Whole language experiences that take place with a purpose, such as writing a letter or reading a story, are more effective than fragmented language experiences, such as writing a sentence to demonstrate use of a word or reading individual words. Since all students have varied backgrounds and interests, the language experiences that teachers provide have to come from the experiences and interests the children bring with them to the classroom. Having decided that whole language instruction was the best alternative for solving the kinds of problems Judy had, we realized that we could not begin developing particular learning activities until students came in the fall. Even so, we realized the need for parameters to guide the kinds of instruction we would provide.

Judy and I searched for a curricular design that would offer us a theoretical bases for decision-making. Particularly, we wanted guidance in the areas of setting purposes, role definition for teachers and students, criteria for the organization of learning experiences, and evaluation. Moreover, we wanted our design needed to be solidly based on the philosophy of whole language instruction.

Robert Zais (1976) has classified curricular designs into three broad categories: 1) subject-centered designs, 2) learner-centered designs, and 3) problem-centered designs. Each of the different designs offered us guidance

for curriculum planning; however, the learner-centered design fit our purposes best, reflecting our philosophical assumptions. According to Zais (1976), "the learner centered designs take their cue from individual students rather than from content. Second, learner-centered designs are not pre-planned, but evolve as teacher and students work together on the tasks of education" (p. 408). The other two designs did not allow us the flexibility of adapting the learning experiences to the interests and needs of the children.

Another reason for our choice of a learner-centered design was the nature of the school in which Judy taught. Her school, which I will call Jefferson, is one of six magnet schools serving a large, Midwestern city. The concept for Jefferson began at the grass roots when eight teachers went to the superintendent with a proposal to establish a school offering learning experiences in seven different areas: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. Their proposal was built around Howard Gardner's (1983) theory that each individual possesses at least seven relatively autonomous intellectual competencies. It was the belief of these teachers that most schools fail to develop the whole person because they seek only to foster children's linguistic and logical-mathematical competencies.[2]

Two important features of Jefferson are its advocacy for an interdisciplinary approach to curriculum and the power teachers have in making curricular decisions. The interdisciplinary approach lends itself nicely to whole language instruction because subjects such as social studies and science can easily by integrated into language arts. For example, in science students could keep an observation log on a plant they were observing. Or in the area of social studies, students could read different accounts of the Civil War and compare the differences. In both instances, students are using the tools of reading and writing to learn.

The power given to teachers to make curricular decisions allowed Judy and me the freedom to plan our new curriculum. There was never pressure put on us from administrators to conform to any certain standards or criteria.

The principal, one of the original eight teachers who began Jefferson in 1985, advocates a learner-centered approach to curriculum. She favors a language arts program built on giving students "whole" language experiences instead of one teaching isolated skills in a predetermined sequence. Furthermore, the principal believes that too many teachers at Jefferson use a skills approach to language arts instruction, and encourages all teachers to consider alternatives.[3]

Judy, although not one of the eight originators of Jefferson, supports Gardner's ideas that children have several separate competencies, and that the school's job is to promote all, rather than a few, of them. In addition, Judy has been heavily influenced by working at a Montessori School where she used a learner-centered approach to instruction. She believes students need to take responsibility for their own learning and need some degree of freedom to make choices on how they will pursue the educational experiences provided for them.[4]

Lessons

A learner-centered approach seemed ideal for our situation. The type of instruction we wanted to promote (whole language), the schools's orientation to curriculum, the principal's advocacy of whole language and a learner-centered approach, Judy's teaching style, and my beliefs about instruction and language learning, all pointed to its use. What we neglected, however, was the students' disposition towards a learner-centered approach. Jefferson's fourth grade teacher, who the majority of the students had had the previous year, taught language arts using skill-oriented instruction. Students moved through their commercially produced reading program in a predetermined sequence. Chances were that most of Judy's fifth graders had had little experience in a learner-centered classroom--a fact that became evident the first week of school. Children seemed confused when they were given choices about what learning experiences they were to engage in. They were waiting to be told what to do, and when no direction was given, they took advantage of their new-found freedom to create discipline problems. Discipline problems became so numerous that Judy had to spend much of her time managing the behavior of the students.

It can not be assumed that children are going to fit into a learner-centered approach naturally, especially a class of fifth graders who have experienced teacher-directed instruction for five years. This is not to say that a learner-centered approach has no chance of working for a class with little experience in student-centered instruction. Perhaps some classes could easily adjust to such an environment. For example, Judy explained that her previous year's class could have taken the responsibility required from the opening day for a learner-centered

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approach such as we devised because they had more self-dicipline. Other classes, however, may not adjust quite as quickly and may need to be introduced to a learner-centered environment gradually. Curriculum planners, especially those expressing a learner centered approach, need to realize that designs must adjust to children.

Judy and I failed to gage the ability of the students to fit into our learner-centered instruction. We assumed that students would play out their roles as responsible learners. A better plan would have had us test their ability to function in a learner-centered environment from the first day. If we determined that they would do well at taking responsibility for their learning, we could have responded by giving them more learner-centered activities. If, on the other hand, we judged them to be lacking the necessary skills, we could have gradually introduced learner-centered experiences, teaching them their roles gradually.

The Macdonald Model and The Authoring Cycle

Judy and I decided to use a learner-centered design developed by Macdonald, Wolfson and Zaret (1973), herein after referred to as the Macdonald model; it provided the theoretical framework for our curricular plan. We liked the Macdonald model for several reasons. First, it puts the learner, not the subject matter, at the center of the curriculum. This concept is important because whole language instruction is built around the assumption that the learner must serve as the curricular informant. Secondly, it gives the guidance that the curriculum planner needs in deciding how to proceed. And thirdly, it is a natural companion to whole language instruction; their basic foundations are built on the same theoretical principles.

The Macdonald model states that the task of curriculum is threefold:

> 1) To stimulate students' awareness, 2) to respond to students' awareness with help, suggestions, and resources, as appropriate, and 3) to initiate

> suggestions and opportunities designed to stimulate and support students' learning in areas they have selected. (p. 21)

When Judy and I began meeting in the summer to plan our curriculum, we used the above criteria as a basis for determining our objectives. All together, we had five meetings, lasting from three to four hours each. Most of our time was spent working through four elements of the Macdonald model, elements essential to a learner centered curricular plan:

> 1) it must have some goals or purposes which are its social justification for existence; 2) it must have some pattern of organization; 3) it must have some notion of desired relationships among and between persons and things; and 4) it must have some idea of how to assess the status of its activities. (p. 1)

In our first meeting, we put to paper the problems Judy had with her old language arts curriculum. Afterwards I showed Judy a model of Harste, Pierce and Chairney's (1985) Authoring Cycle (see below). We talked about both its potential for alleviating the kinds of problems we had written out and as an organizational tool for language arts instruction. We liked it because the entire cycle was based on legitimizing the experiences that children brought with them to the learning environment. We saw the classroom as a laboratory in which all phases of the Authoring Cycle would be taking place at once, depending on which phase a student was at. In this way, students could progress at their own pace and not worry about being behind or ahead of their classmates. Using this model also gives the teacher the opportunity to observe students, thus giving the teacher the

insight necessary to plan appropriate learning experiences. Moreover, we saw potential for organizing the subject areas of science and social studies around the Authoring Cycle. According to Harste et al. (1985; p. 4), the Authoring Cycle was especially developed as a way to implement whole language instruction in a classroom.

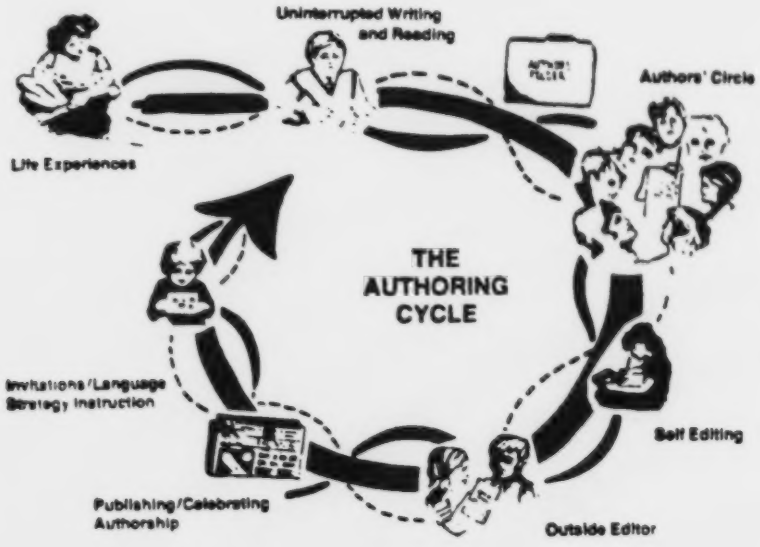

Figure 1. The Authoring Cycle
From: The Authoring Cycle: A Viewers Guide by Harste, Pierce, & Chairney 1985.

Once Judy and I had adopted the Authoring Cycle as a means of organizing our learning environment, our next task was to write out those concerns we intended to address with our new language arts curriculum. The Macdonald model cautioned that

> educative experiences cannot be prescribed nor even pre-stated. However, criteria can be provided for selecting and organizing a range of activities and experiences that will support and promote the full range of the learning process. (p. 14)

We developed the following list of criteria to serve as

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the rationale for our learning activities:

> Our language arts curriculum is designed to accomplish the following:
> 1) integrate reading and writing with other subjects, especially science and social studies; 2) provide daily learning experiences where children will have to define and redefine language; 3) help students see that reading and writing are useful and enjoyable events in their everyday lives; 4) provide learning experiences where children can apply the skills of reading and writing in ways that are meaningful to them; 5) demonstrate to students the proper conventions of writing that are outlined in the fifth grade syllabus and provide learning experiences that will help students see the need for these conventions; 6) provide students with flexible learning experiences that allow them some degree of choice in the kinds of activities that they engage in; 7) provide an environment in which students are encouraged to learn from each other as well as from their teacher; 8) provide support for the language systems that children bring with them to schools and provide varied language experiences that add to and extend their language systems; and 9) use as many different resources as possible to offer students varied learning experiences and to give children feedback on what they are reading and writing.

We next turned our attention to evaluation. Again, the Macdonald model provided some insight by pointing out that evaluation had a two-fold purpose: 1) evaluation of the total educational environment, and 2) self-evaluation for students and teachers. With the above in mind, we formulated four criteria for evaluation:

> 1) to give teachers feedback on whether the learning experiences that were provided met the purposes that had been outlined; 2) to give teachers an opportunity to be reflective about whether the criteria that had been established needed to undergo redefinition; 3) to give students feedback on the progress they were making, and 4) to give students an opportunity to reflect on how profitable their learning experiences were.

The final element needed for our curriculum design was the relationship pattern for the learning environment, particularly that between teacher and student.

We saw the teacher's primary role as setting up the learning environment. We believed that students could learn not only from the teacher and the content materials that were offered (textbooks, films, audio tapes, etc.) but also from each other. We wanted to establish a community of learners in which students would freely interact with their neighbors to find out something that they themselves did not know. For example, if a student had completed a written composition, s/he might show it to a classmate who could offer suggestions that would help improve the piece.

We saw other roles for the teacher as well, such as demonstrator, evaluator, negotiator, leader by example, learner, curriculum planner, and collaborator with other teachers.

We saw the student's role as multifaceted. We wanted students to be learners and teachers; to take responsibility in the areas of evaluation, choosing curricular content, and self discipline. In other words, we did not see the classroom as entirely teacher-directed; we wished to create an environment in which students could freely explore ideas they were interested in with their classmates.

Also we wanted to develop relationships between the fifth grade class and outside resource people. We saw the potential for parents or other individuals beyond the parameters of the school to help us educate students. We wanted to encourage parents to work with their children. All volunteers were encouraged.

Lessons

Harste, Pierce, and Chairney's Authoring Cycle provided a perfect match for the Macdonald model. The following quotes help illustrate the parallels in thinking between the two.

Macdonald Model: quotes taken from Reschooling Society by Macdonald, Wolfson, and Zaret, 1973	*Authoring Cycle: quotes taken from The Authoring Cycle by Harste, Pierce, and Chairney, 1985*
p.18 "Choice is an integral part of the learning process. Children can only learn a process through involvement."	*p.14 "Environment must provide a wide range of options, opportunities action, and direct participation by students."*
p.20 "The teacher, in this model, may be characterized as an aware decision maker. . ."	*p.15 "The authoring cycle places curriculum development in the hands of the teacher."*
p.23 "The essential ingrediant, whatever form the curiculum takes, is that it be embodied in areas that lend themselves to student interest and social investigation."	*p.24 "The authoring circle functions as a community of readers and writers working jointly to support each other."*
p.10 "The substance of the proposed model is an ongoing flow of experiencing involving three interacting facets: Exploring, integrating, and transcending the immediate experience; then further cycles of exploring, integrating, and transcending from new levels of consciousness."	*p.3 "In this search for a unified meaning, readers and writers begin with what they know, but in the process learn, that is, go beyond what they know."*

The Macdonald Model obviously supports the Authoring Cycle and can provide guidance for designing curricula that use the philosophy of whole language instruction.

Our idea of letting people from the community get involved worked out well. Even before the school year began, Ann, a graduate student from Learnmore College volunteered her services to assist in the classroom. She came in two afternoons a week through December and was a valuable asset to the class. Ann's role, once the year began, was similar to mine in that she initiated and facilitated learning experiences, helped students edit their work, and shared her language expertise with students.

During the planning stage, our work progressed smoothly. Perhaps the biggest reason for the success Judy and I had during this phase was the strong collegial relationship we developed. Since our meetings during the summer were in the afternoon, we always made lunch a part of our time together. We had an open line of communication that allowed us to bounce ideas off each other, discuss and recommend certain books that we particularly liked, and just sit back and enjoy each other's company. One reason we went into the implementation phase with confidence was because of our collegial relationship.

The evaluative part of our plan gave us difficulties. First of all, students did not have the ability we assumed they would have for engaging in self-evaluation. I saw very little self-evaluation going on during my observation of the class. Unfortunately, Judy and I spent little time showing students how to go about evaluating their own learning. We could easily have shown them ways to be effective evaluators. For example, we might have had them save one of their early pieces of writing and compare it to a later piece, noting any changes. Another idea to help them evaluate their writing would have been to teach them to ask questions about their work, such as the following: Is there a beginning, middle, and ending to what I have written? Does my story have a problem that my characters have to overcome? If I read my story aloud to someone else, does it read easily and make sense?

Judy and I felt that we needed to evaluate our learning experiences constantly to see if they were fulfilling the goals we had proposed. Since there were three of us--Ann was actively involved as well--we needed to spend time talking about what we were observing and adjusting, if need be, the learning experiences we provided. However, time restraints limited our interaction so little evaluation of the learning environment occured.

An ongoing evaluation of a curriculum such as ours is critical for its survival. As the Macdonald Model rightly points out, "Emphasis is on the conditions and the quality of the environment in which experiences develop rather than on pre-selection of learning activities to yield pre-specified end products" (p.17). We did not heed this advice. We spent most of our time and effort developing learning activities and very little time making the environment fertile ground for the kind of learning we had envisioned.

Implementation of Learning Activities

When the 1988-89 school year began, Judy and I were ready to start the implementation phase of our curriculum. One of the first activities we established involved pen-pals

with a retirement home. It was our intention to identify a pen-pal from the retirement home for each student, so they could write letters back and fourth to each other. Several retirement homes throughout the city were contacted until we found one willing to participate. I acted as the mailman, delivering and picking up letters between the retirement home and the students. As the letter writing progressed on a biweekly basis, it came to our attention that students were having trouble addressing envelopes, constructing paragraphs, and editing their letters. Demonstrations were, therefore, set up showing students how to do these things. Students were encouraged to share their letters with members of the class and use each other as editors. In conjunction with this activity, the story Dear Mr. Henshaw was read to students. The story is about a ten-year-old boy who writes a series of letters to a character named Mr. Henshaw. We hoped that students would get different ideas about letter writing from the story. These ideas could then be used as grist for their own letter writing.

It was also our intent that the letter writing would be tied into social studies. For example, communities are made up of many different kinds of members, one group being the elderly. We wanted students to get to know an elderly person. Students were encouraged to ask questions to find out about what their lives were like. Moreover, we felt students could begin to get a sense of history by finding out things from their pen-pals, such as how their city has

changed over the last fifty years or what it was like in school when their pen-pal was growing up.

Another activity we used involved the students in reading and writing mystery stories. We exposed students to this genre in hopes of having them write their own mysteries. The Encyclopedia Brown series provided a good starting point. These books are short stories in which different mysteries are solved by the main character, "Encyclopedia" Brown. In order to solve the puzzle, Encyclopedia must weigh the evidence that is available and deduce the answer. We had the students play along with Encyclopedia by weighing the evidence that was given and then trying to find the solution themselves. After going through several of these mysteries as a class, groups of students got together and began talking about possible ideas for mysteries of their own. From there, students began writing their own mysteries and sharing them with each other.

We felt the Encyclopedia Brown series could also have provided script material for some wonderful plays. From there, students could have written their own plays with the intent of eventually acting them out.

The last project we devised combined reading and writing as tools for learning about history. A time line was drawn on two 5'x 20' pieces of butcher paper. Fifth graders study American history from 1775 to the present. Using their social studies books--which were organized

around a time line--encyclopedias, biographies, etc., students were to research events they considered important and write up a report about them. Then they were to glue their report onto the butcher paper in the correct chronological order. Students could read each other's reports and discuss why the events chosen were important. Writing separate reports stimulated individual thinking about how particular events helped shape American history, while sharing reports encouraged students to learn from one another.

Lessons

The learning activities were developed using the nine criteria earlier established. An important aspect of the learning activities was their potential for branching off into various directions depending on the needs and interests of the students. Conceivably, each of the learning activities could have lasted several weeks. However, each of them had a rather short life. After a few letter exchanges, several of the students gave up writing their letters. Although most students did write one mystery story, the activity did not live up to the potential we had envisioned. The time line activity turned out to be the most disappointing activity of all because very little writing or reading resulted from the effort. Why did these activities flop?

One problem was with their origin. Each of the activities had its beginnings in the wrong mind. In other words, the starting point for the activities was not the students at all but the teacher. The Macdonald Model sees learning progressing in three stages: 1) exploring, 2) integrating, and 3) transcending. Furthermore, it is explained, "Exploring requires time and opportunities for mucking about, messing around, getting into things, and trying them out" (p. 11). We did not allow this exploring stage to develop, although we could have. For example, instead of starting off our pen-pal activity by assigning an elderly person to each student, we might have asked them to write a pretend letter to anyone they would have liked to know. Possibly they were not interested in writing to an older person. Writing to someone else might have been more profitable.

Another problem was the lack of teamwork among Judy, Ann, and myself. Instead of working together to plan and

implement the learning activities, each of us was initiating our own separate learning activities. For example, while I was initiating the time line activity, Ann was working with pen-pal letters to Russia, and Judy was initiating math activities. I found that the time line activity began and ended when I came in. For example, after working with students on the time line on Thursday, nothing further was done until I came back on Tuesday. When I did get back on Tuesday, the students had forgotten all about what we were doing. It seemed as if the students were always just beginning and never accomplished anything.

A huge problem was the learning environment; it was not supportive of the kind of learning activities we were trying to develop. At the beginning of the year, we recognized that students would be writing several pieces. It would not be unusual for them to have three or four written pieces in progress at one time. Therefore, we needed to provide students with a means of storing their writing so that they could easily access it when they were ready to write. We provided a folder for each student and a means of storing it. Yet, our system did not work. Students failed to take care of their folders. When we gave students time to take out their writing and begin working, they had nothing to take out. Often times I found half-written stories lying around the room ready to be swept up by the janitor.

We were giving the students a great deal of freedom; thus it was important that they display self-discipline. But these students were not self-disciplined. When we would try to explain an activity or initiate a discussion, students would be talking to their neighbors or engaged in horseplay. They took advantage of the freedom we gave them, not to explore learning on their own, but to fool around. Judy became so overwhelmed with maintaining order in the classroom that she had little energy for setting up instruction.

Worse yet, Judy and I began loosing the collegial relationship we had developed over the summer. As was mentioned above, we did not sit down on a regular basis and evaluate the learning environment, and this lack of communication led to our downfall. When we began noticing that the learning environment contained too many discipline problems, we needed to sit down and work out an agreeable solution. When we noticed that students were not engaging themselves in our learning experiences, we needed to sit down and ask our selves why. When we noticed that students were unable to use self-reflection, we needed to find ways to teach them this skill.

Conclusion

There are many lessons to be learned from this curricular project. To start with, a lot of discussion is

currently being focused on the use of whole language instruction, particularly in elementary classroom. How to go about designing and implementing such a curriculum is not entirely clear. We discovered that a learner-centered design such as the Macdonald model is an excellent way to begin. Planning and implementing whole language instruction means making decisions in areas such as setting goals, defining the roles for teachers and students, organizing learning experiences, and following through with evaluation. The the way to bring success is making a decision that can easily be adopted to fit the situation, and the Macdonald model can offer such guidance.

We also learned that whole language instruction can run into snags. Problems will arise if the persons involved in the process do not want to give up their attachments for skills-oriented and teacher-directed instruction. Students have to be able to take responsibility for their learning and their behavior. The learning environment has to be constantly evaluated for its effectiveness in promoting learning. If and when the learning environment is found wanting, workable solutions have to be formulated and put into place. If a collaborative effort is undertaken, a collegial relationship among the participatants has to be established and maintained.

Notes

1) All names have been changed to pseudonyms.

2) The information about Jefferson is based on the following written documents that I have collected from the principal: The Jefferson Student Handbook; a mission statement composed by the faculty entitled "Jefferson Constitution"; an article by Albert Shanker entitled "Teachers Take Charge" that appeared in The New York Times, January 31, 1988; an article by Fred Hechinger that appeared in the New York Times on Feb. 17, 1988; and a paper written by the principal entitled "The Making of a School."

3) The information about the principal's philosophy on education and the teaching of language arts came from two discussions that I had with her. After completing the written report, I did a member check with her to verify the statements.

4) The information concerning Judy's philosophy of teaching and education came from discussions with her. I did a member check with Judy to verify the statements that were made.

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